DOCUMENT RESUME

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ABSTRACT

This content analysis schedule for the Brentwood Bilingual Education Project of Brentwood, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a description of the project area, a statement of need, a list of objectives, and a report on the parental/community involvement. (SK)

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Proj # 81
Brentwood, Calif.

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Bilingual Education Applied Research Unit
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695 Park Avenue
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ED 072712

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

~~DATA~~ VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

| | 1st year | 2nd year | 3rd year |
|---|---|---|---|
| Evaluation design | | | |
| Interim evaluation | | | |
| Final evaluation | Aug. 1970 | | |
| Pre-audit | | | |
| Interim audit | March, 1970 | | |
| Final audit | 1970 | | |

FL 004 126

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# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

## TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| PROJECT IDENTIFICATION | | |
| 0.1 | Project Number | 1 |
| 0.2 | Name of Project | 1 |
| 0.3 | Address of Project (number and street) | 1 |
| 0.4 | City and State of Project | 1 |
| 0.5 | State (checklist) | 1 |
| 1.0 | PROJECT HISTORY, FUNDING AND SCOPE | |
| | 1.1 Year Project Began under Title VII | 1 |
| 2.0 | FUNDING | |
| | 2.1 Funding of Bilingual Program, Prior to Title VII | 1 |
| | 2.2 Year Prior Funding Began | 1 |
| | 2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program | 1 |
| | 2.4 Source of Prior Bilingual Program Funding | 1 |
| | 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program | 1 |
| | 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII | 1 |
| | 2.7 Source of Concurrent Funding | 1 |
| | 2.8 Total Title VII Grant (first year) | 1 |
| 3.0 | UNIVERSITY Involvement with Project | 1 |
| 4.0 | SCOPE OF PROJECT | |
| | 4.1 Number of Schools Involved | 2 |
| | 4.2 Students - total number | 2 |
| | 4.3 Students - grade level, number of classes, and number of students by grouped grade levels | 2 |
| | 4.4 Non-graded classes | 2 |
| PROCESS VARIABLES | | |
| 5.0 | STUDENTS (sociolinguistic) | |
| | 5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) | 2 |
| | 5.2 Cultural or Ethnic Identification of Target Students | 3 |
| | 5.3 Ethnic Identity of English Mother Tongue Students | 3 |
| | 5.4 Students' Native Language if Different from Dominant Language | 3 |
| | 5.5 Students' Dominant Language and Extent of Bilingualism | 3 |
| | 5.6 Recruitment of Students | 4 |
| | 5.7 Proportion of EMT Pupils in Project Area | 4 |
| | 5.8 Community Characteristics | 4 |
| | 5.9 Socio-Economic Status of N-EMT Participating Students | 4 |
| | 5.10 Socio-Economic Status of EMT Participating Students | 4 |
| | 5.11 Proportion of Migrant Students in Project | 4 |
| 6.0 | SOCIOLINGUISTIC SURVEY | |
| | 6.1 Existence of Survey | 4 |
| | 6.2 Groups Included in Survey | 4 |
| | 6.3 Language Dominance by Domains and through Various Means of Communication | 4 |

0.3 Address of Project (number and street) 1
0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

| | | PAGE |
|---|---|---|
| | 8.10 Extent of Training | 8 |
| | 8.11 Proportion of Teachers Attending Training | 8 |
| 9.0 | TEACHERS' ATTITUDES | |
| | 9.1 Assesment of Teachers' Attitudes | 8 |
| 10.0 | STAFF PATTERNS | |
| | 10.1 Kinds of Staff Patterns | 9 |
| | 10.2 Staff | 9 |
| | 10.3 Pupils per Class | 9 |
| | 10.4 Aides/Paraprofessionals per Class | 9 |
| | 10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class | 9 |
| | 10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning | 9 |
| 11.0 | INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT | |
| | 11.1 Duration of Bilingual Education (Policy) | 9 |
| | 11.2 Projected Duration of Project Instruction through N-EMT Language (in years) | 9 |
| | 11.3 Grade When Second Language Learning Is Introduced | 9 |
| | 11.4 Projected Linking of Current Project to Future Bilingual Program | 10 |
| | 11.5 Projected Duration of Second Language Learning for English Dominant Students | 10 |
| | 11.6 Projected Duration of Learning in Native Language for N-E Dominant Students | 10 |
| | 11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant | 10 |
| | 11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant | 10 |
| | 11.13 Program Type - One Way | 11 |
| | 11.14 - 11.16 Instructional Time in and through Second Language for EMT Students | 11 |
| | 11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom | 11 |
| 12.0 | METHODS OF SECOND LANGUAGE TEACHING | 11-12 |
| 13.0 | DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE | |
| | 13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages | 12 |
| | 13.2 Relation of Reading and Writing to Listening, Speaking | 12 |
| | 13.3 Determination of Listening, Speaking Proficiency | 12 |
| | 13.4 Relationship of Learning Native and Second Language Reading Skills | 12 |
| | 13.5 Period Reading Is Introduced | 13 |
| | 13.6 Determination of Reading Readiness | 13 |
| | 13.7 Projected Grade for Grade Level Reading in Dominant and Second Language | 13 |
| | 13.8 Projected Grade for Grade Level Academic Achievement in Second Language | 13 |
| 14.0 | INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING | 13 |
| 15.0 | TREATMENT OF CHILD'S LANGUAGE | 14 |
| 16.0 | MATERIALS | |
| | 16.1 Reading Materials - Types | 14 |
| | 16.2 Reading Material in Child's Dialect | 14 |
| | 16.3 Materials and Techniques for Second Language Learning | 14 |
| | 16.4 Sources of Materials in Language other than English | 15 |
| | 16.5 Specific Bilingual/Bicultural Materials Used | 15 |
| 17.0 | STUDENT GROUPING | |
| | 17.1 Mixed or Separated by Dominant Language | 15 |
| | 17.2 Size of Groups | 15 |
| | 17.3 Criteria for Grouping | 15 |
| 18.0 | TUTORING | |
| | 18.1 Student Tutoring | 15 |
| | 18.2 Paraprofessional Tutoring | 15 |
| | 18.3 Parent Tutoring | 16 |
| | 18.4 Training of Parent Tutors | 16 |
| 19.0 | CURRICULUM PATTERNS | 16 |
| 20.0 | COGNITIVE DEVELOPMENT | |
| | 20.1 In Early Childhood | 16 |

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11

12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13

15.0 TREATMENT OF CHILD'S LANGUAGE 14

16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15

17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15

18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16

19.0 CURRICULUM PATTERNS 16

20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16

21.0 SELF ESTEEM 17

22.0 LEARNING STRATEGIES 17

23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18

24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19

25.0 IMPACT EVALUATION 19-20

26.0 EVALUATOR'S ROLE 20

27.0 EVALUATION PROCEDURE 20



Developed by Marietta Saravia Shore
Coordinator, BEARU

Bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 81

Data VERIFIED by Project

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant E. Mackelduff - R. Ehrlich/mss Date 6-24-72

0.2 Name of Project Brentwood Bilingual Education Project

0.3 Address of Project Brentwood Union School District

0.4 929 Second St.
Brentwood, Calif. 94513

.05 STATE 0.5 3

| | | |
|---|---|---|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - 1969
07 - 1970
17 - 1971
1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.1 0

2.2 Year prior funding began
2.2 n.a.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.3 n.a.

2.4 Source of prior bilingual program funding:
1-local
2-state
3-foundation
4-university
5-federal (specify).....
6-other (specify).....
2.4 n.a.

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
2.5 0

0.3 Address of Project Brentwood Union School District

0.4 929 Second St.
Brentwood, Calif. 94513

.05 STATE 0.5 3

| | | |
|---|---|---|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 n.a.

2.3 Prior bilingual program involved: 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 n.a.
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 n.a
1-local 4-federal (specify)_____
2-state 5-other (specify) _____
3-university 6-foundation support _____

2.8 Total Title VII grant (first year only) 2.8 $27,426

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 n.a.

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: ..... 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A.First year 4.2 A 28
See Xerox Copy 2a, b B.Second year B 56
C.Third year C

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

| Grade | Number of Classes |
|---|---|
| PS-PreSchool | |
| K-Kndgtn | |
| PSK | TOTAL NO. students PS and K |

| Grade | Number of Classes |
|---|---|
| 7-grade 7 | |
| 8-grade 8 | |
| 9-grade 9 | |
| B | TOTAL students gr. 7-9 |

4.3 PSK A 56 B C

| | | |
|---|---|---|
| 1-grade 1 | | |
| 2-grade 2 | 4th + 5th | |
| 3-grade 3 | combination | |
| 4-grade 4 | 27 | |
| 5-grade 5 | 4th grade | 29 |
| 6-grade 6 | | |
| A 56 TOTAL students gr. 1-6 | | 56 |

| | |
|---|---|
| 10-grade 10 | |
| 11-grade 11 | |
| 12-grade 12 | |
| C | TOTAL students gr. 10-12 |

4.4 1-All classes graded 4.4 3
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 4+5 grades

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

| | I Non-English Dominant | II English Dominant |
|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT: 5 | II E-Dom - NEMT: 10 |
| 2. Total English Mother-Tongue | | $II_2$ E-Dom - EMT: 14 |

I Total Non-English Dominant: 5-17%

II Total English Dominant: 24-83%

| 5.0 | | No. | % |
|---|---|---|---|
| NE dom N-EMT | I | 5 | 17% |
| E dom NEMT | $II_1$ | 10 | 33% |
| E-Dom EMT | $II_2$ | 14 | 50% |
| Total E-Dom II= $II_1$ + $II_2$ | | 24 | 83% |

grade and total number of students by grade or grade level
(by second year)

| Grade | Number of Classes |
|---|---|
| PS-PreSchool | ..... |
| K-Kndgtn | ..... |
| PSK ..... | TOTAL NO. students PS and K |

| Grade | Number of Classes |
|---|---|
| 7-grade 7 | ..... |
| 8-grade 8 | ..... |
| 9-grade 9 | ..... |
| B ..... | TOTAL students gr. 7-9 |

4.3 PSK
A 56
B ....
C ....

| | | |
|---|---|---|
| 1-grade 1 | ..... | |
| 2-grade 2 | ..... | 4th + 5th combination |
| 3-grade 3 | ..... | |
| 4-grade 4 | ..... | 27 |
| 5-grade 5 | ..... | 4th grade 29 |
| 6-grade 6 | ..... | |
| A 56 | TOTAL students gr. 1-6 | 56 |

| | |
|---|---|
| 10-grade 10 | ..... |
| 11-grade 11 | ..... |
| 12-grade 12 | ..... |
| C ..... | TOTAL students gr. 10-12 |

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 4+5 grades

4.4 3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

| | I Non-English Dominant | II English Dominant |
|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT: 5 | II E-Dom - NEMT: 10 |
| 2. Total English Mother-Tongue | | $II_2$ E-Dom - EMT: 14 |

| 5.0 | | No. | % |
|---|---|---|---|
| NE dom N-EMT | I | 5 | 17% |
| E dom NEMT | $II_1$ | 10 | 33% |
| E-Dom EMT | $II_2$ | 14 | 50% |

I Total Non-English Dominant: 5-17%
II Total English Dominant: 24-83%
Total E-Dom 24 83%
II = $II_1$ + $II_2$

note: discrepancy between 2nd yr. total indicated by project (56) and this total given by project (29): infer only breakdown for first year given

| | Non-English Dominant | English Dominant |
|---|---|---|
| | N-E Dom N-EMT | E-Dom N-EMT |
| Non-English Mother Tongue | Example: a native Spanish speaker who uses Spanish in most contacts though he may know English | Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work. |
| | N-E Dom - EMT | E-Dom - EMT |
| English Mother Tongue | Example: (rare) a native English speaking Puerto Rican child born in New York who returns to Puerto Rico and becomes Spanish dominant | Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation |

# THE BRENTWOOD BI-LINGUAL EDUCATION PROJECT

## Description of Project Area

The Brentwood Union School District serves children in a 60 square mile area of eastern Contra Costa County. This is an agricultural area with 1060 students attending two schools of the district: Brentwood Elementary, kindergarten through grade 4 and Edna Hill Elementary, grade 5 through 8.

The Brentwood Union School District has a high incidence of children from low-income families. More than 22% of the school population receives welfare assistance; this count does not include the 11% of the enrollment representing the children of migrant farm laborers' families. More than 40% of the student population is from Spanish surname families and, of this particular group, nearly half are from homes in which no English is spoken. The majority of children from these homes do not have a functional ability in the English language.

Statistical data for the past six years indicate that there has been a steady increase in the number of Spanish surname children enrolled in the school and a corresponding increase in the number of Spanish speaking children without a functional skill in the English language. The majority segment of this increased Spanish

surname population is contained in the families in their first or second year residence, having just dropped out of the agricultural, migrant farm labor stream.

Because of this continuing change in the character of the population of the region, there is a critical need to make adjustments in the educational program which will prepare the school system to meet the impact of this change. The details of this need for change are reflected in item II of this narrative.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

| Indigenous Americans: | | Number | Per Cent of Total Students | if inferred, check (✓) |
|---|---|---|---|---|
| A1 Navajo | A1 | ..... | ..... % | ..... |
| A2 Cherokee | A2 | ..... | ..... % | ..... |
| A3 Other (specify) | A3 | ..... | ..... % | ..... |
| A TOTAL No. of American Indian A | | ..... | ..... % | ..... |
| **Americans of other ethnic backgrounds:** | | | | |
| B1 Mexican-American | B1 | 15 | 50 % | ..... |
| B2 Puerto-Rican | B2 | ..... | ..... % | ..... |
| B3 Cuban | B3 | ..... | ..... % | ..... |
| B4 Other Spanish-American (specify) | B4 | ..... | ..... % | ..... |
| B TOTAL No. of Spanish-speaking Americans | B | ..... | ..... % | ..... |
| C Portuguese-American | C | ..... | ..... % | ..... |
| D Franco-American | D | ..... | ..... % | ..... |
| F Chinese-American | F | ..... | ..... % | ..... |
| G Eskimo | G | ..... | ..... % | ..... |
| H Russian | H | ..... | ..... % | ..... |
| J Other | J | ..... | ..... % | ..... |
| I TOTAL number of N-EIT target students | | 15 | 50 % | ..... |

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

| | | | |
|---|---|---|---|
| E1 N.S. | E1 14 | 50 % | ..... |
| E2 ..... | E2 — | ..... % | ..... |
| II TOTAL number of EIT students other than target population | 14 | 50 % | ..... |

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.**

5.4 1

| Dominant language | (specify) Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | Spanish | 10 | 33% |
| 2-Spanish | ..... | ..... | ..... |

5.5 Students' Dominant Language and Extent of Bilingualism See Xerox Copy

| | | | | |
|---|---|---|---|---|
| B2 Puerto-Rican | B2 ..... | ..... % | ..... |
| B3 Cuban | B3 ..... | ..... % | ..... |
| B4 Other Spanish-American (specify) | B4 ..... | ..... % | ..... |
| B TOTAL No. of Spanish-speaking Americans | B ..... | ..... % | ..... |
| C Portuguese-American | C ..... | ..... % | ..... |
| D Franco-American | D ..... | ..... % | ..... |
| F Chinese-American | F ..... | ..... % | ..... |
| G Eskimo | G ..... | ..... % | ..... |
| H Russian | H ..... | ..... % | ..... |
| J Other | J ..... | ..... % | ..... |
| I TOTAL number of N-ENT target students | | 15 | 50 % | ..... |

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

| | | | |
|---|---|---|---|
| E1 N.S. | E1 14 | 50 % | ..... |
| E2 ..... | E2 — | ..... % | ..... |
| II TOTAL number of ENT students other than target population | | 14 | 50 % | ..... |

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1

| Dominant language | Different Native Language (specify) | Number | Per Cent |
|---|---|---|---|
| 1-English | Spanish | 10 | 33% |
| 2-Spanish | ..... | ..... | ..... |

5.5 Students' Dominant Language and Extent of Bilingualism See Xerox Copy 3a, b.

| Dominant language of students in program | | Number | % | Number of Monolingual Students not spec. | No. | % | Number of students Bilingual to any extent not spec. | only listening comprehension No. | % | speaking ability No. | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E | English | 24 | 83 | .... | 14 | 55 | .... | .... | 10 | 45% | .... |
| A | American Indian | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| A1 | Navajo | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| A2 | Cherokee | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| A3 | Keresan | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| A4 | Other (spec.) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| B | Spanish | 5 | 17 | .... | 2 | 40 | .... | .... | 3 | 50% | .... |
| C | Portuguese | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| D | French | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| F | Chinese | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| G | Eskimo | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| H | Russian | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| J | Other (spec.) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

Question 5.5

# STUDENTS DOMINANT LANGUAGE AND EXTENT OF BILINGUALISM

## II. STATEMENT OF NEED

A. The extent of the bi-lingual problem in the Brentwood Union School District may be specifically stated as:

1. Over 40% of the total resident enrollment is comprised of students having Spanish surnames.
2. In addition to the 40% Spanish surname population, 11% of the total enrollment is composed of migrant students, all of whom are from Spanish language homes.
3. Approximately 6% of the total enrollment has no English language facility whatsoever.
4. Coupling resident with migrant non-English speaking students, there is an impact upon the school district of 16% of the student population with no English language facility.

B. The following statistical data reflect the number of students from non-English speaking homes who are classified as being from low-income homes:

15% or 155-160 students are both non-English speaking and from low-income (under $3,000 annual income) families.

C. The Brentwood Union School District has two elementary schools: Brentwood Elementary (K-4) and Edna Hill (5-8). For purposes of this project, Brentwood Elementary has been des-gnated as the target school. This school has a slightly higher concentration of non-English speaking students.

| | |
|---|---|
| Target School: | Brentwood Elementary |
| Total Enrollment: | 602 |
| Resident Spanish Surname: | 270 |
| Migrant Students: | 74 |
| Total Non-English Speaking: | 103 |

5.6 Recruitment of Students: 5.6 0
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of Non pupils in project area: see Chart C 5.7 57%
n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) ..... %
reservation

*
5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 40%
B. Average family income, if mentioned 15% B. n.s.
n.s. - not specified under $ 3,000

5.10 Socio-econonomic status of EMT participating students 5.10 n.s.
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified 7%

5.11 Proportion of migrant students in project 5.11 n.s.
(Indicate specific percent)
n.s. - not specified 11%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 10%
II .....

| | I for N-EMT group | II for EMT group |
|---|---|---|
| 1 was made | ..... | ..... |
| 2 will be made | ..... | ..... |
| 0 not mentioned | ..... | ..... |

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I n.a.
II .....

| | I N-EMT | II EMT |
|---|---|---|
| 1 parents | ..... | ..... |
| 2 children | ..... | ..... |
| 3 teachers | ..... | ..... |
| 4 community | ..... | ..... |
| 5 others (specify) | ..... | ..... |

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A n.a

5.8 Community characteristics (mark all that apply) 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

* 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 40%
B. Average family income, if mentioned 15% under $3,000 B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified 7%

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 ns
n.s. - not specified 11%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 10%
II .....

| | I for N-EMT group | II for EMT group |
|---|---|---|
| 1 was made | ..... | ..... |
| 2 will be made | ..... | ..... |
| 0 not mentioned | ..... | ..... |

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I n.a.
II .....

| | I N-EMT | II EMT |
|---|---|---|
| 1 parents | ..... | ..... |
| 2 children | ..... | ..... |
| 3 teachers | ..... | ..... |
| 4 community | ..... | ..... |
| 5 others (specify) | ..... | ..... |

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A n.a.
B .....
C .....

| DOMAINS: | USE NON-ENGLISH LANG. LISTENING | SPEAKING | READING | WRITING | USE ENGLISH LISTENING | SPEAKING | READING | WRITING |
|---|---|---|---|---|---|---|---|---|
| 1 Home | | | | | | | | |
| 2 Church | | | | | | | | |
| 3 School | | | | | | | | |
| 4 Work | | | | | | | | |
| 5 Socializing | | | | | | | | |
| 6 Neighborhood | | | | | | | | |
| 7 film-TV-radio | | | | | | | | |
| 8 Magazines, news | | | | | | | | |
| 9 Others (specify) | | | | | | | | |

* Figures are for school district as a whole.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I ns II

| | I N-EMT | II EMT |
|---|---|---|
| 1-inferred by use of surname | ..... | ..... |
| 2-established by formal testing of students | ..... | ..... |
| 3-assessed by informal means (specify how) | ..... | ..... |
| 4-not mentioned how language dominance was determined | ..... | ..... |

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 n.a.
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 n.a.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 n.a.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 n.a
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 n.a
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.____ Language dominance not specified (if any information is not

a group of people).
1-yes
0-no

sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 n.a.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 n.a.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 n.a.
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 n.a.
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.____ Language dominance not specified
2.____ Mother tongue not specified
3.____ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

| | A-Monolingual | B-Bilingual |
|---|---|---|
| I N E Dom. NEMT | N= 0 | N= 0 |
| II E Dom EMT | N= 0 | N= 0 |
| $II_1$ E Dom NEMT | N= 0 | N= 1 inf. — Spanish surname |

A Total Number Monolingual ____

B Total Number Bilingual 1

Total Number of Teachers
N 1

7.1

| | | No. | % |
|---|---|---|---|
| I | A | ____ | ____ |
| I | B | .... | .... |
| II | A | .... | .... |
| II | B | .... | .... |
| $II_1$ | A | ____ | ____ |
| $II_1$ | B | 1 | 100 |
| | A | ____ | ____ |
| | B | 1 | 100 |
| | N | 1 | |

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. ____Language dominance not specified
2. ____Mother tongue not specified
3. ____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

| | A Monolingual | B Bilingual |
|---|---|---|
| I N-E Dom N-EMT | 0 | 0 |
| II E Dom EMT | 0 | 0 |
| II E Dom N-EMT | 0 | 1 |

| 7.2 | No. | % |
|---|---|---|
| I A | — | — |
| I B | — | — |
| II A | — | — |
| II B | — | — |
| II A | — | — |
| II B | 1 | 100% |
| A | — | — |
| B | 1 | 100% |
| N | 1 | |

p18 P

A Total Number Monolingual: 0

B Total Number Bilingual: 1

N Total Number of aides or paraprofessionals: 100

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

p18 Audit

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

p15 Audit

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

| | | |
|---|---|---|
| II E Dom EMT | 0 | 0 |
| II E Dom N-EMT | 0 | 1 |

A Total Number Monolingual: 0

B Total Number Bilingual: 1

N Total Number of aides or paraprofessionals: 100

II A — —
II B — —
II A — —
II B I 100%
A — —
B I 100%
N I

P18 P

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

P18 Audit

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals (Mark all that apply) 7.4 2

P15 Audit

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

| A. Teachers | No. | % | B. Aides | No. | % | C. Proj. Director | D. Evaluator(s) | No. | % |
|---|---|---|---|---|---|---|---|---|---|
| M.A. | 1 | 100 | M.A. | 1 | 100 | M.A. - same person as teacher | Anglo (inferred from surname) | 2 | 100 |
| | — | — | | — | — | | | — | — |
| | — | — | | — | — | | | — | — |
| | — | — | | — | — | | | — | — |

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community .....
and % .....of total N-EMT teachers.

7.6 No. ns % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. %
A 1 100
B 1 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given) 7.8 4,7,17

n.s.-qualifications not spcified
0-previous courses not specified
1. ....teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ....teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ....previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ✓1 previous teaching in local area/live in the community relatal Teaching 2 yrs. Exp. competence
5. ....courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ....courses in N-E literature/ or literacy in Spanish
7. ✓1 must be bilingual
8. ....any previous education through N-EMT/content of courses learned through N-EMT
9. ....courses in teaching ESL/audio lingual approach
10. ....courses in methods of teaching N-EMT language/language development
11. ....courses in methods of teaching content (e.g. math)in N-EMT
12. ....certification in ESL/or experience teaching ESL
13. ....certification in teaching N-EMT
14. ....cross cultural courses
15. ....courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ....other qualifications, specify
17-1: California credential required

8.0 STAFF DEVELOPMENT

D non-project staff

8.1 A _____
B _____

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

| | A. For Teachers | B. For Para-professionals |
|---|---|---|
| n.s.-Training indicated, but nature not specified | ..... | ..... |
| 1-English as their second language | ..... | ..... |
| 2-The teaching of English as a second language | ..... | ..... |
| 3-X as their second language | ..... | ..... |
| 4-The teaching of X as a second language | ..... | ..... |

5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 4,7,17

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ✓1 previous teaching in local area/live in the community related Teaching 2 yrs. Exp. competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL training
6. ___ courses in N-E literature/ or literacy in Spanish
7. ✓1 must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify
17-1: California credential required

8.0 STAFF DEVELOPMENT 8.1 A D non-project staff
B

0-No staff training mentioned

| 8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply) | A. For Teachers | B. For Para-professionals |
|---|---|---|
| n.s.-Training indicated, but nature not specified | ___ | ___ |
| 1-English as their second language | ___ | ___ |
| 2-The teaching of English as a second language | ___ | ___ |
| 3-X as their second language | ___ | ___ |
| 4-The teaching of X as a second language | ___ | ___ |
| 5-Methods of teaching other academic subjects | ___ | ___ |
| 6-Methods of teaching other academic subjects in X language | ___ | ___ |

D-In-service program to orient non-project school staff to the goals of the I project-D-6

8.2 Stated goals of teacher training are: 8.2 II

| | Students I N-EMT | Students II EMT |
|---|---|---|
| 1-Understanding of socio-cultural values and practices of ___ | ___ | ___ |
| 2-Cross-cultural training ___ | ___ | ___ |
| 3-Sensitivity to ethnocentricism and linguistic snobbery ___ | ___ | ___ |
| 4-Awareness of the social-emotional development of ___ | ___ | ___ |
| 5-Strategies for accomodating the different learning styles of ___ | ___ | ___ |
| 6-Strategies for cognitive development of ___ | ✓ | ___ |
| 7-Strategies for reinforcing the self-esteem of ___ | ___ | ___ |
| 8-Methods of cross-cultural teaching or teaching the bicultural component ___ | ___ | ___ |
| 9-Formulation of pupil performance objectives ___ | ___ | ___ |
| 10-Methods of evaluation of pupil performance objectives ___ | ___ | ___ |

List specific courses if given (or Xerox and attach)

D-Understanding the need for modifications of present educational programs and specific methodology.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 n.s.

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 n.s.

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A n.a. B____

| | A for teachers | B for aides |
|---|---|---|
| 0-not specified | ____ | ____ |
| 1-University faculty | ____ | ____ |
| 2-project's Master Teachers | ____ | ____ |
| 3-project's teachers | ____ | ____ |
| 4-other (specify) | ____ | ____ |

training is for non-project teacher

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %)
1-bilingual 1 ns ___
2-bicultural 2 ___ ___
3-N-NT (specify background) 3 ___ ___

8.9 Training is provided: 8.9 n.s.
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A n.a.

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5____
6____
7____

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) 0 0%

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 n.s.

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A n.a. B ____

| | A for teachers | B for aides |
|---|---|---|
| 0-not specified | ____ | ____ |
| 1-University faculty | ____ | ____ |
| 2-project's Master Teachers | ____ | ____ |
| 3-project's teachers | ____ | ____ |
| 4-other (specify) | ____ | ____ |

training is for non-project teacher

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %)
1 ns ____
2 ____ ____
3 ____ ____
1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 n.s.
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A n.a.

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ____ 6 ____ 7 ____

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) 0 0%
or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify) _____

no training for project teacher mentioned.

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 b
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) 7- reading specialists

10.1 1

10.2 1, 4, 7

see xerox 9 d

10.3 Average number of pupils per class:
0-not specified

10.3 29

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 9-ns

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox

11.1 Duration of Bilingual Education (policy)

| | I | II | $II_1$ |
|---|---|---|---|
| N-EMT language will be maintained in program: (mark all that apply) | NE DOM NEMT | E DOM EMT | E DOM NEMT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | ns | ns | ns |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | ____ | ____ | ____ |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | ____ | ____ | ____ |

Copy 9a, b, c

11.1 I ns
II _____
$II_1$ _____

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned

11.2 0

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 9-ns

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox Copy 9a,b,c

11.1 Duration of Bilingual Education (policy)

| N-EMT language will be maintained in program: (mark all that apply) | I NE DOM NEMT | II E DOM EMT | $II_1$ E DOM NEMT |
|---|---|---|---|
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | ns | ns | ns |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | ..... | ..... | ..... |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | ..... | ..... | ..... |

11.1 I ns
II .....
$II_1$ .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13
.. .. .. .. .. .. .. .. .. .. .. .. ..

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =
2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 3
code: C= N.A. (if no EMT) II 3
13= 14= $II_1$ 3

| for each group | N.A. | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I N-E DOM | ... | ... | ..... | ..... | ..... | ✓ | ✓ | ..... | ..... | ..... | ..... | ..... | ..... | ... | ... |
| II E DOM | .. | ... | ..... | ..... | ..... | ✓ | ✓ | ..... | ..... | ..... | ..... | ..... | ..... | ... | ... |
| $II_1$ E DOM/NEMT | .. | ... | ..... | ..... | ..... | ✓ | ✓ | ..... | ..... | ..... | ..... | ..... | ..... | ... | ... |

Question 11.1 Instructional Component

## III. OBJECTIVES

A. For the purposes of this project, the Brentwood Elementary School will serve as the base for this program. In this school, a specially designed 3rd and 4th grade combination class will serve as the program focus. Therefore, the objectives noted below are specifically for application in this 3rd and 4th grade classroom.

[Program Objectives - Long Range]

1. To demonstrate the feasibility of a completely bi-lingual elementary school instructional organization as basic district policy.
2. To promote community bi-linguality in keeping with the current ethnic transition.
3. To increase the opportunities for full student participation and acceptance in each of the two dominant ethnic and language cultures of the community.

[Program Objectives - Immediate]

1. To increase the participation of both ethnic groups in joint school/community activities.
2. To sharply increase the awareness of all staff members to the emerging need for modifications in the instructional patterns in keeping with

the growing bi-cultural character of the community.

3. To reduce the negative effects of segregation by providing integrated ethnic and racial experiences for students, their parents, the school staff, and the community.

[Instructional Objectives - Terminal Performance]

1. To promote among all target students a reasonable fluency in the English and Spanish language.
2. To create cultural and social understandings through daily playing, studying, and sharing of experiences.
3. To increase the academic competencies of migrant children in reading, mathematics, and language facility.

[Instructional Objectives - Interim Performance]

1. To demonstrate a continuous increase in oral, aural language proficiency in the two languages, i.e.,
   a. to use complete sentences in conversations
   b. to speak distinctly and clearly
2. To demonstrate an increasing ability to communicate ideas orally in the two languages, i.e.,
   a. to give directions

b. to answer questions

c. to ask questions

d. to create and express thoughts

3. To demonstrate an increasing ability to translate verbal instructions from one language (English or Spanish) into the other when presented in either oral or written form.

## V. UTILIZATION OF RESEARCH AND EXISTING MATERIALS

### A. Existing District Programs in Bi-Lingual Education

1. An E.S.E.A. Title I migrant program administered through the Regional Office for Area III-B of the California Plan for Migrant Education.

10.0
Staff patterns

2. Employment of 8 bi-lingual teachers' aides to assist regular classroom teachers and the reading specialists working with primary and intermediate students from non-English speaking homes and who are having difficulty with reading and other language arts studies.

3. Utilization of 30 bi-lingual high school students to spend one hour per week as tutors of Spanish speaking students in grades 1 to 4 in all curricular areas.

4. Utilization of three partially bi-lingual reading specialists at 30% of their time in order to assist in the reduction of the impact of non-English speaking students upon the school.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

| code: | 00 (if no M-E T) | 0 not specified | grades 1-3 | 4-6 | 7-9 | 10-12 | 13-college | 14 Voc. training |
|---|---|---|---|---|---|---|---|---|
| I M-E DOM | | | | | | | | |
| II E-DOM - M-E T | | | | | | | | |
| II$_1$ E-DOM/NM-E T | | | | | | | | |

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II 00
II$_1$ 0

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 5
II 5

p3c

| code: | 00 if no M-E T | 0 not specified | grades 1 | 2 | 3 | 4 | (5) | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II M-E T | | | | | | | | | | | | | | |
| II$_1$ N-M-E T/E Dom | | | | | | | ✓ | | | | | | | |

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 5

0=not specified/Grade 1 2 3 4 (5) 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for M-E T students who are M-E dominant is:

code: 0=not specified m=math s = science ss = social studies

| | 11.7 Min. per day of instruction through M-E T | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through M-E T |
|---|---|---|---|---|
| Pre K | | | | Pre K |
| K | | | | K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | ns | ns | ns | 3 ns |
| 4 | ns | ns | ns | 4 ns |
| 5 | ns | ns | ns | 5 ns |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | Spanish and English are used | | | 9 |
| 10 | throughout the day | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.10 The amount of instructional time in and through their native language for M-E T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no M-E T, E dom students

| | 11.10 Min. per day of instruction through M-E T | Total Min. per day of any instruction | 11.11 Subjects taught in native lang. | 11.12 % of time per day of instruction through M-E T |
|---|---|---|---|---|
| Pre K | | | | |

11.5 Second language learning for English dominant students is projected through grade: 11.5 II 5 p3c

| code: | 00 if no EMT | 0 not specified | grades 1 | 2 | 3 | 4 | (5) | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II EMT | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| IIh N-EMT/E Dom | ... | ... | ... | ... | ... | ... | X | ... | ... | ... | ... | ... | ... | ... |

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 5

O=not specified/Grade 1 2 3 4 (5) 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

| | 11.7 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| Pre K | | | | Pre K |
| | | | | |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | ns | ns | ns | 3 ns |
| 4 | ns | ns | ns | 4 ns |
| 5 | ns | ns | ns | 5 ns |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | Spanish and English are used | | | 8 |
| 9 | | | | 9 |
| 10 | throughout the day | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

| | 11.10 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.11 Subjects taught in native lang. | 11.12 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | ns | ns | ns | 3 ns |
| 4 | ns | ns | ns | 4 ns |
| 5 | ns | ns | ns | 5 ns |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-E.T-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - E.T learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English E.T students

| | 11.14 Min. per day of instruction through N-E.T | Total min. per day of any instruction | 11.15 Subjects taught in second lang. | 11.16 % of time per day of instruction through N-E.T |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | ns | ns | ns | 3 ns |
| 4 | | | | 4 |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates

| | of instruction through N-EnT | day of any instruction | in second lang. | of instruction through N-EnT |
|---|---|---|---|---|
| Prek. | | | | Pre K |
| 1 | | | | 1 |
| 2 | | | | 2 |
| 3 | ns ↓ | ns ↓ | ns ↓ | 3 ns ↓ |
| 4 | | | | 4 |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EnT pupils.
8-other (summarize)

6-Spanish and English are used throughout the day.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination of methods) 12.0 1

p19 P

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational--cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

| | I Non Eng dom students | | II Eng dom students | |
|---|---|---|---|---|
| | A in dom lang | B in second lang | A in dom lang | B in second lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1 p10P
IIB 1

| | | | | |
|---|---|---|---|---|
| 1-concurrently with dominant language listening-speaking skills | | X | | X |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | | — | | — |
| 3-a specified period of time after listening-speaking skills in dominant language taught | | — | | — |

13.2 ALH sequence followed:

13.2 IA 1 p7P
IB 1
IIA 1
IIB 1

| | | | | |
|---|---|---|---|---|
| 1-Listening-speaking proficiency precedes introduction of reading | X | X | X | X |
| 2-Reading is taught concurrently with listening-speaking skills | — | — | — | — |
| 3-Learning to read overlaps learning of listening-speaking skills | — | — | — | — |
| 4-There is some overlap between | — | — | — | — |

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

| | I | | II | |
|---|---|---|---|---|
| | Non Eng dom students | | Eng dom students | |
| | A in dom lang | B in second lang | A in dom lang | B in second lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

| | | | | | |
|---|---|---|---|---|---|
| 13.1 Second language listening-speaking skills are learned: | | | | | 13.1 IB 1 IIB 1 p10P |
| 1-concurrently with dominant language listening-speaking skills | | X | | X | |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | | — | | — | |
| 3-a specified period of time after listening-speaking skills in dominant language taught | | — | | — | |
| 13.2 ALM sequence followed: | | | | | 13.2 IA 1 IB 1 IIA 1 IIB 1 p7P |
| 1-Listening-speaking proficiency precedes introduction of reading | X | X | X | X | |
| 2-Reading is taught concurrently with listening-speaking skills | — | — | — | — | |
| 3-Learning to read overlaps learning of listening-speaking skills | — | — | — | — | |
| 4-There is some overlap between learning to read and to write | — | — | — | — | |
| 13.3 Listening-speaking proficiency determined by: | | | | | 13.3 IA 1 IB 1 IIA 1 IIB 1 |
| 1-measure of listening-speaking proficiency | X | X | X | X | |
| 2-informal assessment by teacher | — | — | — | — | |
| 13.4 Second language reading skills are learned: | | | | | 13.4 IB 2 IIB 2 |
| 1-concurrently with learning to read in dominant language | | — | | — | |
| 2-after a specified level of dominant language reading competence achievement | | X | | X | |
| 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) | | — | | — | |
| 4-before learning to read in dominant language | | — | | — | |

| | I Non Eng dom students A dom lang | I B second lang | II Eng dom students A dom lang | II D second lang | |
|---|---|---|---|---|---|
| 13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K | | | | | 13.5 IA hs<br>IB<br>IIA<br>IIB |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 13.6 Reading readiness is determined by: 1-test of reading readiness | | | | | 13.6 IA hs<br>IB<br>IIA<br>IIB |
| 2-informal teacher assessment | | | | | |
| 13.7 Grade level reading is expected: 1-in first grade | | | | | 13.7 IA hs<br>IB<br>IIA<br>IIB |
| 2-in second grade | | | | | |
| 3-in third grade | | | | | |
| 4-in fourth grade | | | | | |
| 5-in fifth grade | | | | | |
| 6-in sixth grade | | | | | |
| 7-other (specify) | | | | | |

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB hs IIB ns

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I hs II

| | I = N-E dom students | II = E dom students |
|---|---|---|
| 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. | | |
| 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. | | |

P10 says Eng + SPAN used

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA hs
IB
IIA ↓
IIB

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA hs
IB ↓
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB hs
IIB ns

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I hs
II

| | I = N-E dom students | II = E dom students |
|---|---|---|
| 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. | | |
| 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. | | |
| 3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development. | | |
| 4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). | | |
| 5-Different academic content is taught in the second language from that which is taught in the native language. | | |
| 0-not specified | | |
| 6-other (specify) | | |

P10 says Eng + Span used throughout the day

15.0 TREATMENT OF CHILD'S LANGUAGE:

| | I Non Eng. dom. students A -in dom. lang. | I B 2nd lang. | II Eng. dom. students A Eng. | II B 2nd lang. |
|---|---|---|---|---|
| 1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form. | | | | |
| 2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. | | | | |
| 3-Other (specify) | | | | |
| 0-Not specified | | | | |

15.0 IA ns
IB
IIA
IIB

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

See Xerox Copy 14a

| | 16.1 IA | IB | II A | II B |
|---|---|---|---|---|
| 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) | 1 | ns | 1 | 1 |
| 2-Basal readers | 2 | | 2 | 2 |
| 3-Dialect readers | | | | |
| 4-Experience charts (stories dictated by children) | 4 | | 4 | 4 |

App A P

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA n.a II A n.a

(Please indicate , on line -)

16.3 The following are techniques and materials used for second language learning:

| | | |
|---|---|---|
| 0-none specified | | |
| 1-pattern drills | | |
| 2-dialog memorization | | |
| 3-choral repetition | | |
| 4-songs | | |

4-teacher accepts, acknowledges [illegible]
5-teacher encourages non-verbal expression of child's feelings

the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

See Xerox Copy 14a

| | 16.1 IA | IB | II | IIB |
|---|---|---|---|---|
| 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) | 1 | ns | 1 | 1 |
| 2-Basal readers | 2 | | 2 | 2 |
| 3-Dialect readers | — | | — | — |
| 4-Experience charts (stories dictated by children) | 4 | | 4 | 4 |

App. A P

16.2 If some reading material is in the child's dialect, indicate how long it is used:

| | 16.2 IA | IB | II | IIB |
|---|---|---|---|---|
| 1-Grade 1 | n.a | | n.a | |
| 2-Grade 2 | | | | |
| 3-Grade 3 | | | | |
| 4-Beyond Grade 3 | | | | |
| 0-not specified | | | | |

(Please indicate _ on line -)

16.3 The following are techniques and materials used for second language learning:

| | | |
|---|---|---|
| 0-none specified | — | — |
| 1-pattern drills | — | — |
| 2-dialog memorization | — | — |
| 3-choral repetition | — | — |
| 4-songs | — | — |
| 5-programmed instruction, language master | ✓ | ✓ |
| 6-stories read to children | — | — |
| AUDIO VISUAL AIDES | | |
| 7-films, filmstrips | ✓ | ✓ |
| 8-flannel or magnetic boards | — | — |
| 9-realia, graphic displays | ✓ | ✓ |
| 10-records, tapes | ✓ | ✓ |
| 11-listening centers | — | — |
| 12-multi-media approach | — | — |
| Experiential : | | |
| 13-role playing | — | — |
| 14-puppetry | — | — |
| 15-experience charts | — | — |
| 16-primary typewriter | — | — |
| 17-learning through direct experience with materials e.g. Montessori | — | — |
| 18-activity centers-chosen by child | — | — |
| 19-other (specify) | — | — |
| Learning outside the classroom: | | |
| 20-field trips | ✓ | ✓ |
| 21-suggested TV programs | — | — |
| 22-other (specify) | — | — |

Question 16.1

## VII. FACILITIES, MATERIALS AND EQUIPMENT

### A. Facilities

One regular, self-contained classroom of the Brentwood Elementary School. This project does not require the leasing of any special facilities.

### B. Equipment and Materials

Instructional materials utilized in this project shall consist of specially selected texts written in Spanish, language charts, voice recordings, and related audio-visual materials. The precise selections of supporting materials will be determined by the bilingual teacher during the pre-operational period of the project at the time she is preparing the instructional package. The equipment used in this project shall consist primarily of the following:

Tape recorders

Language Master and cards

Listening posts

Film strip projectors

File Cabinet

The local educational agency shall provide all of the normal equipment and materials to this classroom.

16.4 The sources of Non-English materials and textbooks are: 16.4 1, 2, 7, 9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined) - recordings of Mexican songs, books from Mexico
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

Appendix A P

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See xerox opposite page 15a, b, c

Appendix A proposal

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ns
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 ns
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) _____ _____
3-individual instruction _____ _____

17.3 Criteria for grouping:

| 0-not specified | Students I Non Eng dom | II Eng dom EMT | II 1 Eng dom NEMT |
|---|---|---|---|
| 1-by age | | | |
| 2-by native language | | | |
| 3-by dominant language | | | |

9-commercially prepared and published in the U.S. Mexico
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See xerox opposite page 15a, b, c Appendix A proposal

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 ns
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no E.M.T students)

17.2 Students are grouped for language instruction: 17.2 ns
(mark all that apply)

| | A-more than ½ the time | D Less than ½ the time |
|---|---|---|
| 0-not specified | | |
| 1-total class | | |
| 2-small groups (specify size) | | |
| 3-individual instruction | | |

17.3 Criteria for grouping:

| Students | I Non Eng dom | II Eng dom EMT | III Eng dom NEMT |
|---|---|---|---|
| 0-not specified | | | |
| 1-by age | | | |
| 2-by native language | | | |
| 3-by dominant language | | | |
| 4-by language proficiency (ex. level of reading skill) | | | |
| n.a. not applicable (no E.dom/NEMT) | | | |

ns

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 2, 3
See Xerox 9d no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0
0-area not specified
See xerox 15d 1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

Question 16.5



# MATERIALS

BOOKS (Books were available from the collections of some of the participating schools and on a contracted basis from the County Schools Libraries. Our purchases were intended to add new, high-interest, low-difficulty reading materials.)

| | | |
|---|---|---|
| Kinder Owls | $ 34.95 | Holt, Rinehart & Winston |
| Little Owl Books, K-2 | 49.95 | |
| Young Owl Books, 2-4 | 59.95 | |
| Wise Owl Books, 4-6 | 34.95 | |
| Pre-Bound Library Books | | Perc B. Sapsis, Inc.<br>1795 Del Monte Blvd.<br>P.O. Box 737<br>Seaside, California |
| Paperbacks: | | Scholastic Book Service<br>5675 Sunol Blvd.<br>Pleasanton, Calif.<br>94566 |
| Complete Set of Picture Story Books | .10 | |
| Complete Set of Easiest-to-Read Title | 11.30 | |
| Complete Set of Favorites Old and New | 12.15 | |
| Classroom Library Sets, Gr.3-5 | | |
| Complete Set of Teen-Age Fiction | 4.55 | |
| Complete Set of Sports-Non-Fiction and How-to Titles | 4.60 | |
| Complete Set of Men and War Titles | 5.95 | |
| Complete Set of Guidance and Self-Help Titles | 8.00 | |
| Scholastic's Reluctant Reader Collection | 21.20 | |
| The First Talking Storybook Box, #2581-67 (21 storybooks and matching records) | 57.00 | Scott, Foresman & Co. |
| Invitations to Personal Reading | | Scott, Foresman & Co. |
| Grade 1, #2875-65 | 44.76 | |
| Grade 2, #2876-65 | 44.76 | |
| Grade 3, #2877-65 | 44.76 | |
| Grade 4 #2878-67 | 49.80 | |
| Grade 5, #2879-67 | 52.80 | |
| The Time Machine Series (Books, Recordings, Teacher's Manual) | | Harr Wagner Pub. Co.<br>609 Mission Street<br>San Francisco, Calif.<br>94105 |
| Americans All Series | | Harr Wagner Pub. Co. |
| The Wildlife Adventure Series | | Harr Wagner Pub. Co. |
| The Deep Sea Adventure Series | | Harr Wagner Pub. Co. |
| The Morgan Bay Mystery Series | | Harr Wagner Pub. Co. |

| | | |
|---|---|---|
| The Reading Motivated Series | | Harr Wagner Pub. Co. |
| The Checkered-Flag Series | | Harr Wagner Pub. Co. |
| Book Collections for Pre-School Children | | Western Pub. Education Services<br>1220 Mound Avenue<br>Racine, Wisconsin 53404 |
| I Want to be Books, 36 vol. set<br>#1750 L | $67.50 | Children's Press, Inc.<br>1736 Franklin<br>Oakland, Calif. 94612 |
| Remedial Reading Books<br>#9200 L, 12 vol. set.<br>Reading Level Gr. 3-8<br>Interest Level Gr. 3-Adult | 22.56 | Children's Press, Inc. |
| About Books, Supplemental Books in Social Studies, 70 vol.<br>Reading Level Gr. 2-4<br>Interest Level Gr. K-6 | 131.60 | Children's Press, Inc. |
| Harper & Row School Readiness Treasure | 159.50 | Harper & Row Publishers<br>P.O. Box 370<br>Pleasanton, Calif.<br>94566 |

MATERIALS IN SPANISH

| | | |
|---|---|---|
| Laguna Language Series: Caperucita Roja | | G-W School Supply Specialists |
| Filmstrip | 7.50 | |
| Tape | 10.00 | |
| Teacher's Manual | .75 | |
| Laguna Language Series: Los Cuatro Cantantes de Guadalajara | | G-W School Supply Specialists |
| Filmstrip | 7.50 | |
| Tape | 10.00 | |
| Teacher's Manual | .75 | |
| Laguna Language Series: Los Tres Osos | | G-W School Supply Specialists |
| Filmstrip | 7.50 | |
| Tape | 10.00 | |
| Teacher's Manual | .75 | |
| Recordings: | | Folkways-Scholastic Records<br>906 Sylvan Avenue<br>Englewood Cliffs, N.J.<br>07632 |
| 7745 Cantos de Las Posadas | 5.79 | |
| 8727 Folk Songs of Mexico | 5.79 | |
| 7833 Ninos....Dejad Que Os Cuento | 5.79 | |
| 6913 Corridos | 4.15 | |
| 8870 Mariachi Aguilas De Chapala | 5.79 | |
| Mexican Folk Dances | 5.95 | G-W School Supply Specialists |

Pre-Primerio de Lectura
Primerio de Lectura

Jones, E.
Mi Primer Libro de la Salud
(Health)

Lay-Cabrera, Lopez
Buenos Amigos
Buenos Amigos--Workbook
Elena y Dani
Elena y Dani--Workbook

Munoz, Armando
Victoria-Primero de Lectura

Suarez, Calixto
La Ciencia y Tu--Vol. I
La Ciencia y Tu--Vol. II

Tejera, Gomez
Amigos de Aqui y de Alla
(Reading, Basal)
Amigos de Aqui y de Alla--
Teachers Manual

Tejera, and Others
Pueblo y Campo
(Reading, Basal)
Pueblo y Campo--Teachers Manual

**Primary-Intermediate Level**
**(Grades 1-4)**

PITA, JESUS GONZALES, FOREIGN LANGUAGE BOOKS

A. J. M.
Dias sin Colegio
(Globo Azul)
La Familia
(Globo Rojo)

Bolinaga, Josefina
Solo para Ninas
(Globo Azul)

Colombini, Jolanda
Dos Monas y un Conejito
El Que la Hace la Paga
El Gran Amigo
Masquerino, Perrito Feito

Fortun, Elena
El Bazar de Todas las Cosas
(Globo Azul)

Gasset, Angeles
Titeres con Cabeza
(Globo Azul)

Gil, Bonifacio
Jugar y Cantar
(Globo Azul)

Landi, A. Jimenez
Las Cosas que Vemos
(Globo Azul)
Historias con Animales
(Globo Azul)

Lindgren, Astrid
Nos Ninos en la Jungla

Lofgren, Ulf
Buenos Dias, Rey Caspio

Miranda, Maria Rosa
El Libro del Principio y el Fin
(Globo Azul)

Soler, Carola
Juegos para Todos
(Globo Azul)
El Libro de los Juegos
(Globo Azul)
El Pajaro de Nieve
(Globo Rojo)
El Pajaro Pio
(Globo Rojo)

Tejera, G., and Others
Sorpresas y Maravillas
(Reading, Basal)
Sorpresas y Maravillas--
Teachers Manual

Question 18.2

° Bi-Lingual Aide:

The person selected for this position shall be from the resident Spanish speaking population and shall be fully conversant with both the spoken and written forms of the English and Spanish languages.

[Preference shall be given to applicants with prior experiences as teacher's aides at the designated grade levels.]

° Secretary-Bookkeeper:

This person shall meet minimum standards for employment as a secretary-bookkeeper in the Brentwood Union School District.

With specific reference to the above three positions, salaries will conform to the district pay scale for comparable positions and prior experience. The length of employment shall be 11 months for all project personnel.

18.3 Parent tutoring: (mark all that apply) 18.3 1
p 22 P

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
See Xerox Copy 6a
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 n.g
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

19.0 CURRICULUM PATTERNS

19.0 2

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 n.a

1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 n.s.

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

Question 18.3

B. Parental/Community Involvement

All parents will be expected to actively participate in the project. Their participation will take the form of:

1. Advisory committee meetings for planning and evaluating.
2. Aid in classroom activities, fiestas, parties, dance, and musical instruction.
3. Field trip planning and chaperoning.
4. Accepting in their homes their childs' "buddy" and encouraging him to take part in their normal activities.
5. Helping to disseminate information about the program to other parents, church groups, business groups, civic groups, and social organizations.
6. Taking the responsibility to organize weekend or evening family activities with families of other children in the project, i.e., picnics, barbeques etc.
7. Bi-lingual and bi-cultural programs for the P.T.A. and/or community groups conducted by the target children.

An Advisory Committee will meet periodically to

evaluating.

2. Aid in classroom activities, fiestas, parties, dance, and musical instruction.
3. Field trip planning and chaperoning.
4. Accepting in their homes their childs' "buddy" and encouraging him to take part in their normal activities.
5. Helping to disseminate information about the program to other parents, church groups, business groups, civic groups, and social organizations.
6. Taking the responsibility to organize weekend or evening family activities with families of other children in the project, i.e., picnics, barbeques etc.
7. Bi-lingual and bi-cultural programs for the P.T.A. and/or community groups conducted by the target children.

An Advisory Committee will meet periodically to aid in program planning, implementation, evaluation, and information dissemination. The committee will consist of:

2 Parents of Mexican-American children

2 Parents of Anglo-American children

2 School District Personnel

1 Representative of Civic groups

1 Representative of Service organizations

1 Representative of County Social Service Department

1 Representative of the High School District

1 Advisor (Frances Lopez) from the Regional Migrant Education Office

21.0 SELF-ESTEEM: 21.0 hS

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 O

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 4, 6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned
"Buddy system" - Each N-EMT child is paired with an EMT child. They will visit each other's home. Parent involvement with project will also be used to decrease ethnocentrism. p9 P

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 ns
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1

0-none mentioned

"Buddy system" - Each N-EMT child is paired with an EMT child. They will visit each other's home. Parent involvement with project will also be used to decrease ethnocentrism. p9 P

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 2

0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 ns

0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

Appendix A-P

24.2 An ethnic studies library is provided for: 24.2 no

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 6,9

0-method not specified
no-no provision for informing community
1 bilingual newsletter
2. monolingual newsletter
3. ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 N.S.

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 no

0-not mentioned
no-school is not open to community for community use

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3, 4

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 N.S.

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 no

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 6, 7

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
7- year end report to California Board of Ed.

25.2 Project's impact: 25.2 0

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,3

See Xerox Copy 20 a, b c, d, e. p9 E

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 5

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)
5- has observed students; frequency not specified

26.3 Evaluator has met with teachers: 26.3 5

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)
5- has met with teachers; frequency not specified

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

Question 26.1

/

EVALUATION DESIGN

(Education/Research, Inc. - Berkeley, California)

Evaluation Objectives

1. To do an interim analysis of the on-going program in order to provide the project staff with data allowing them to change or improve aspects of the program as necessary and to provide material for in-service training.

2. To provide a complete and definitive analysis and evaluation of how well the project's objectives, as previously defined, have been met.

3. To prepare a final report which can serve as a tool for future planning.

Evaluation Methodology

1. Since the project objectives are both academic and social, a multi-dimensional evaluation design will be used. This will include standardized and local tests (intelligence, achievement, attitudinal); analysis of anecdotal records; interviews

by evaluators with project personnel; questionnaires; reporting forms; minutes of meetings; and observations of academic and social activities.

2. As far as possible a comparison group will be established in order to help define more clearly the impact of this program on the project group.

3. The final report will reflect this multi-dimensional approach utilizing inferential statistics, empirical data and other more standard evaluative techniques.

Specific Evaluation Instruments and Activities

1. Testing

(a) Pre-testing - Target and comparison group - September.

*Standardized and/or local tests (English and Spanish) Intelligence, Achievement, Attitude Tests.

*1. Both English and Spanish tests will be given to those students who are capable of handling them. Otherwise students will be tested in their native language.

*2. As much as possible, tests in Spanish with established norms in that language will be used. When this is not possible, English language tests will be translated into Spanish.

(b) Interim Testing - Target and comparison group - February

(Same tests as (a))

(c) Post-testing - Target and comparison group - May

(Same tests as (a))

(d) Several sociograms will be given to both groups during the year to determine the social climate within the classrooms.

(e) Tapes - language facility will be tested by oral tapes made of both project and comparison groups in September and May.

2. Research Instruments

(a) Student control cards (designed by evaluation team) will be prepared for each student in project and comparison groups.

(b) Reporting forms (designed by evaluation team) will be completed by project staff each month to gather data on activities, materials used, etc.

(c) Questionnaire (designed by evaluation team) will be completed in February and May by project group teacher and teacher aide and comparison group teacher. This questionnaire will be used to evaluate effectiveness of the program e.g., administration, "buddy" system interaction, teaching techniques, materials, etc.

(d) Questionnaire (designed by evaluation team) will be completed in May by non-project teachers to determine effectiveness of in-service training.

(e) Questionnaire and/or interviews by evaluation team will be used with parents of children in the project group to determine their reaction to the buddy system and other aspects of the program.

(f) Reporting form (designed by evaluation

team) based upon observation will be used by teachers to determine extent of interaction within the project group and between the project group and other children in normal school activities.

3. Interviews by evaluation team (September, November, February, May) will be conducted with project staff, comparison group teacher and other personnel. (students may also be interviewed)

4. General

   (a) Observations by the evaluation team will be made of classwork in the classroom.

   (b) Minutes of Advisory Committee Meetings will be analyzed.

5. A final written report of these analyses will be submitted to the school district.